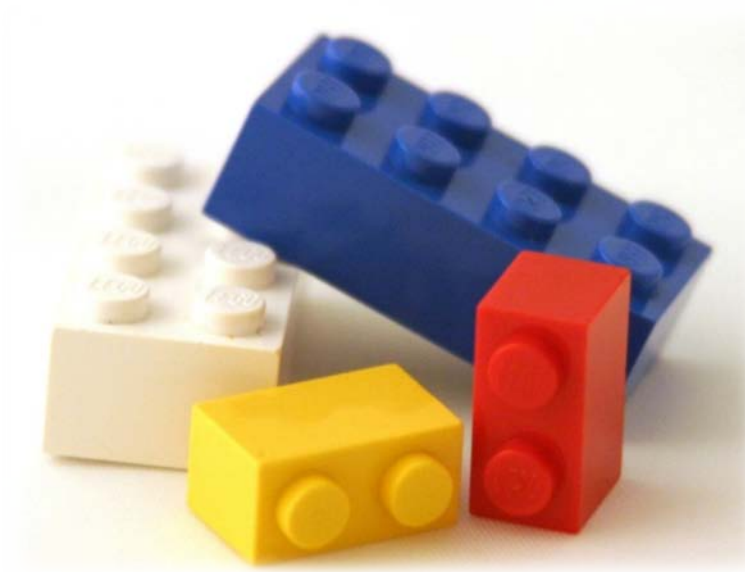


Scaffolding for Success: Strategies for Supporting Students in Communicating Across the Three Modes



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Image: Terry Eaton

<http://scaffoldingwl.wikispaces.com/UFLA+2017>

Learning Outcomes Planning Menu

Learning Outcome: Students will (insert proficiency-based communicative language function) about (insert global issue or social problem) in (cultural context) using information from (academic content or Career Pathway), and (insert grammatical structure) and (insert vocabulary topic) vocabulary.

Proficiency-based Functions:

- Ask for directions, info., help
- Circumlocute or paraphrase
- Compare & contrast
- Defend an opinion
- Describe (events, people, places, problems)
- Explain (convey info. in steps)
- Hypothesize
- Narrate (relate a story)
- State an opinion
- Support an opinion (with a logical argument)

More Communicative Functions:

- Clarify or verify understanding
- Complain
- Express dis/agreement, emotion
- Give & receive compliments
- Give advice, reasons
- Initiate/close conversations
- Interrupt
- Leave a message
- Make appointments or plans
- Make excuses or requests
- Make recommendations/suggest
- Make small talk
- Offer or refuse help
- Respond appropriately with rejoinders
- Shop (buy/sell)
- State preferences

Global Issue or Social Problem:

- [Advertising](#)
- [Aging/Generation Gap](#)
- [Beauty & Aesthetics](#)
- [Bullying](#)
- [Community Service](#)
- [Crime & Safety](#)
- [Diversity & Interculturality](#)
- [Dreams/Future](#)
- Economic Issues
- [Education](#)
- [Emergencies](#) (Preparedness)
- [Entertainment/Fine Arts](#)
- [Ecology/Environmental Issues](#)
- [Exploration](#)
- [Family Violence](#)
- [Fashion](#)
- [Friendship & Love](#)
- [Health Care & Hygiene](#)
- [Heroism](#)
- [Homelessness & Hunger](#)
- [Human Rights](#)
- [Identity](#) & Self-Expression
- [Immigration](#)
- [Literacy](#)
- [Natural Disasters](#)
- [News & Current Events](#)
- [Nutrition](#)
- Peace & [War](#)
- [Prejudice & Stereotyping](#)
- [Science & Technology](#)
- [Substance Abuse](#)
- [Women's Rights](#)

Cultural Context:

- Community Organization
- Country
- Cultural Issue
- Culturally Important Site
- Geographical Region
- Social Group or Setting

Academic Content:

- [Art](#)
- [Business Management & Administration](#)
- Career Education
- Economics
- English/Language Arts
- Family & Consumer Science
- [Health Sciences](#)
- [Information Technology](#)
- [Marketing](#)
- Mathematics
- Music
- Physical Education
- Science
- Social Studies
- Theater Education

Career Pathway

Grammatical Structure:

- Adjective Agreement
- Commands
- Comparatives & Superlatives
- Conditional
- Demonstratives
- Direct & Indirect Object Pronouns
- Future
- Imperfect Subjunctive
- Interrogatives
- Measure Words
- Negation
- Present Perfect
- Past Perfect
- Present Indicative
- Present Subjunctive
- Preterit v. Imperfect
- Relative Pronouns

Vocabulary:

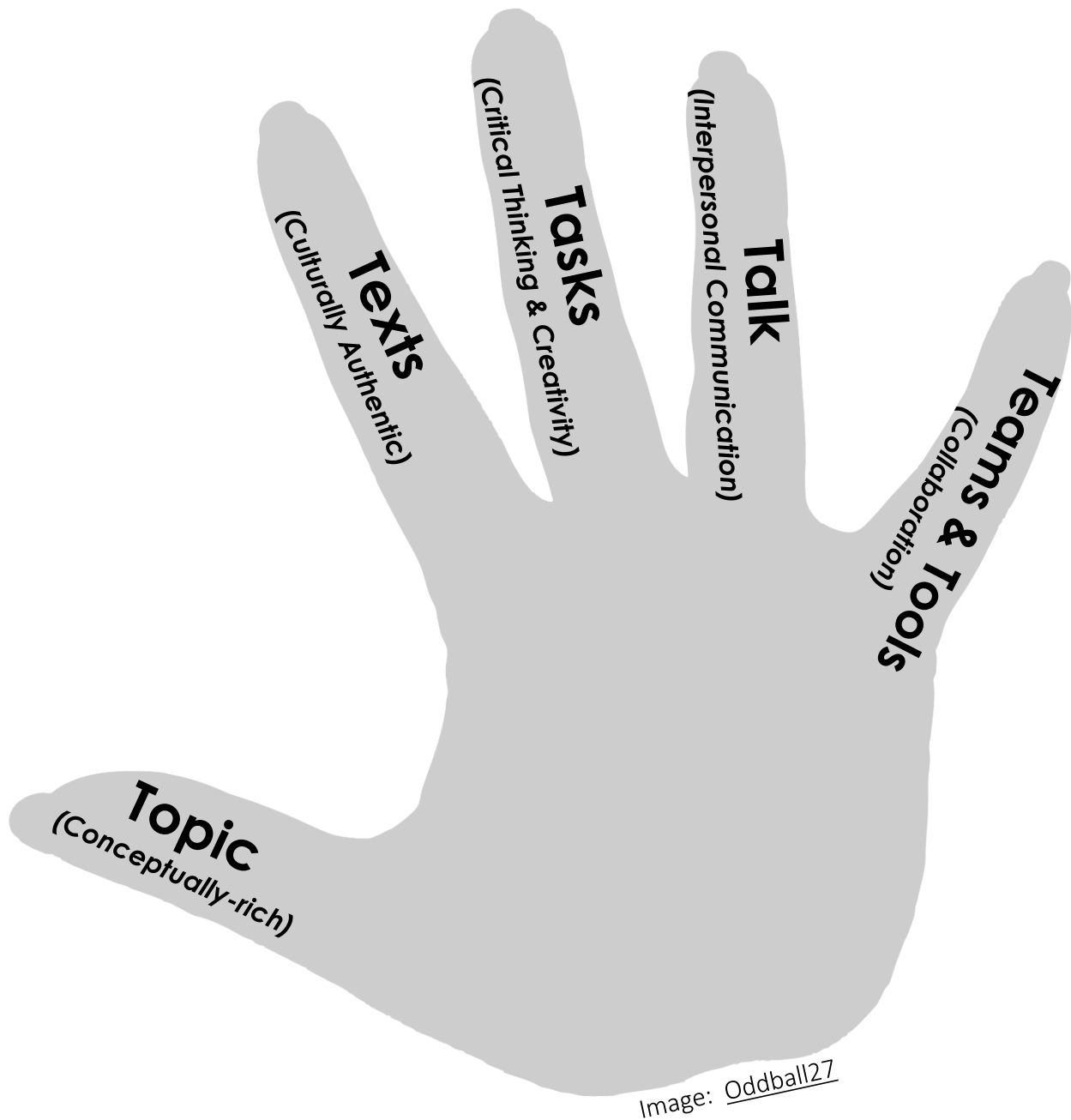
- Adjectives
- [Animals](#)
- [Body parts](#)
- [Colors](#)
- [Community](#)
- [Emotions](#)
- [Health](#)
- [Numbers](#)
- [Pastimes](#)
- [Place, & Professions](#)
- [School](#)
- [Technology](#)

Assessment & Projects

(Which will align best with your learning outcome?)

- Advertising Campaigns
- Biographies
- Brochures or Flyers
- Business Plans
- Children's Stories
- Commercials
- Community Events
- Curriculum Materials
- Documentaries
- Editorials
- Exhibits
- Field Guides
- Infographics
- Interviews
- Learning Centers
- Maps
- Models or Prototypes
- Newscasts
- Newspaper Articles
- Oral Histories
- Photo Essays
- Plays
- Poems
- Press Releases
- Public Service Announcements (PSAs)
- Service Projects
- Signs
- Speeches
- Time Capsules/Time Lines
- TV Programs
- Video Shorts
- Websites

Develop Your Lesson



Finding Culturally Authentic Texts

HOW CAN I FIND CULTURALLY AUTHENTIC TEXTS?

- Use a [country-specific search engine](#)
- Search in your target language.
- Put your search terms in **quotation marks** (i.e., "search terms")
- Narrow your search with **multiple search terms** (i.e., Picasso "Spanish civil war")
- Try searching for **specific types of texts** (i.e., audio files, images, or videos)
- Try a **file type search** (filetype:jpg "search terms") [docx, mp4, pdf, pptx, xlsx, etc.]

WHAT IS A CULTURALLY AUTHENTIC TEXT?

A text produced by a member of the target culture for consumption in the target culture.

Where else can I find culturally authentic texts to support inquiry?

Culture Connection Wiki

<http://cultureconnection.wikispaces.com/>

ASL: <http://cultureconnection.wikispaces.com/ASL>

Arabic: <http://cultureconnection.wikispaces.com/Arabic>

Chinese: <http://cultureconnection.wikispaces.com/Chinese>

French: <http://cultureconnection.wikispaces.com/French>

German: <http://cultureconnection.wikispaces.com/German>

Indonesian: <http://cultureconnection.wikispaces.com/Indonesian>

Italian: <http://cultureconnection.wikispaces.com/Italian>

Japanese: <http://cultureconnection.wikispaces.com/Japanese>

Korean: <http://cultureconnection.wikispaces.com/Korean>

Latin: <http://cultureconnection.wikispaces.com/Latin>

Persian: <http://cultureconnection.wikispaces.com/Persian>

Portuguese: <http://cultureconnection.wikispaces.com/Portuguese>

Russian: <http://cultureconnection.wikispaces.com/Russian>

Spanish: <http://cultureconnection.wikispaces.com/Resources>

Vietnamese: <http://cultureconnection.wikispaces.com/Vietnames>

Which authentic texts will support learning?

1) The topic of my lesson is: _____

2) The learning objective for my lesson is:

Students will (insert proficiency-based communicative language function) about (insert global issue or social problem) in (cultural context) using information from (academic content or Career Pathway), and (insert grammatical structure) and (insert vocabulary topic) vocabulary.

3) The [culturally authentic texts](#) I have selected are: (Circle 3 options below)

<ul style="list-style-type: none">• Article• Artwork, image, or photograph• Brochure or Pamphlet• Business Website• Cartoon• Children's Book• Commercial• Cultural artifact or piece of realia• Editorial• Flyer• Infographic• Interview	<ul style="list-style-type: none">• Magazine Article• Movie Trailer• Newscast• Newspaper Article• Poem• Results from a poll or survey (Gallup, etc.)• Radio Story• Short Story• Song• Video Clip or "Short"• Website
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Text 1: _____
Literary Text

Text 2: _____
Informational Text

Text 3: _____
Multimedia Text (Artwork, image, infographic, photograph, song, video)

3) The key concepts and ideas I want learners to **notice** in these texts are:

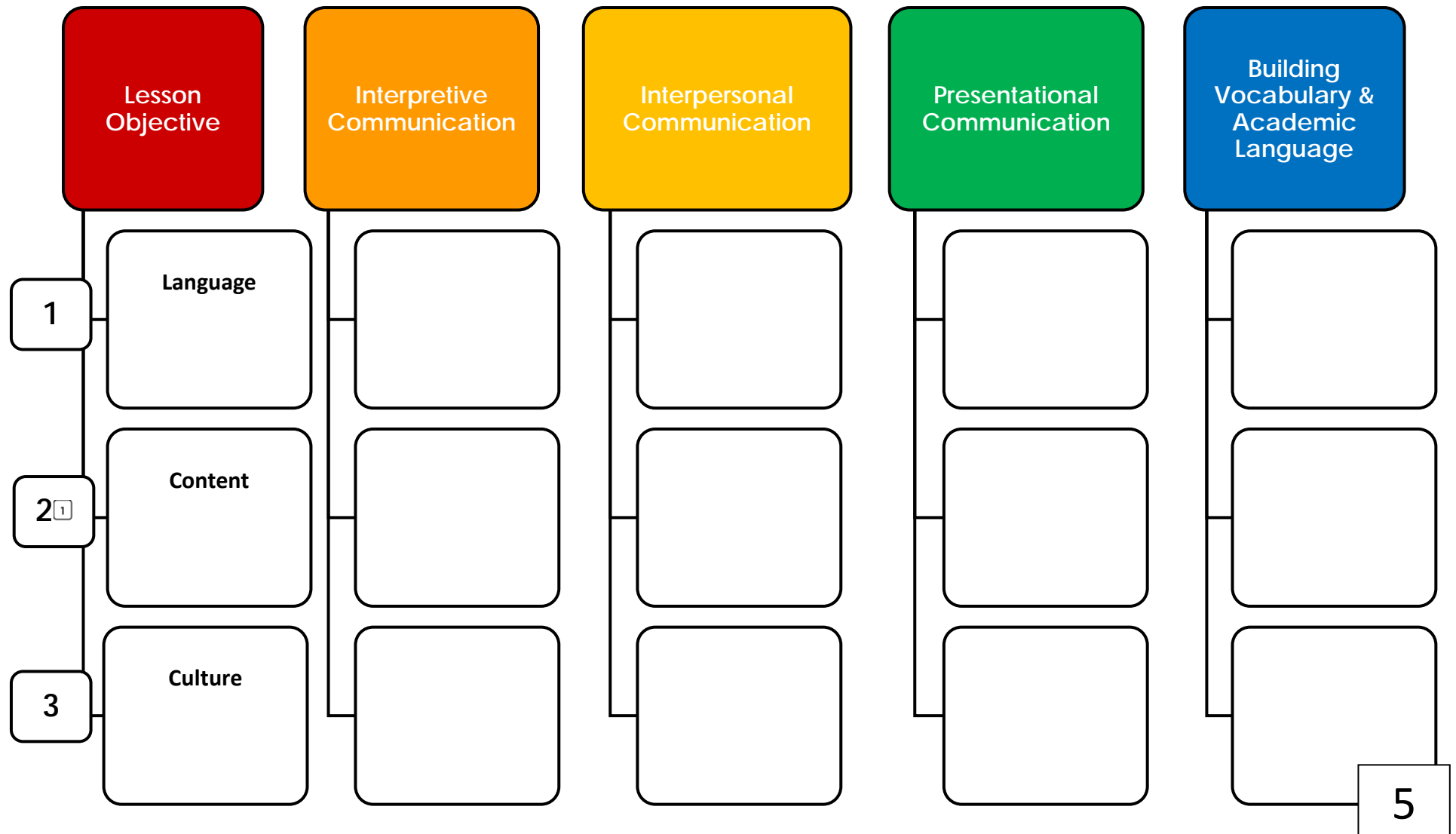
4) The types of **questions** I hope engagement with this text may generate are:

5) I will **scaffold** learners' analysis of these texts using graphic organizers such as:

- U.S. v. the target culture ([Chart](#), [Compare & Contrast Key Words](#), [Graphic Organizer](#), [Map](#), [Mind Map](#), [Open Compare/Contrast](#), [T-chart](#), [Venn Diagram](#), [Web](#))
- Pros v. cons ([Weighted Pros and Cons](#), [Decision Making Worksheet](#), [Appraising Change Worksheet](#))

How will you use authentic texts to develop proficiency in language, content, & culture?

Use the chart to brainstorm possible tasks that would help students accomplish each lesson objective.



Strategies for Scaffolding Reading

Scaffolding Texts <i>(Products, Practices, Perspectives)</i>	Key Principles	Scaffolding Text Structure	Scaffolding the Reading Process
<p>Goals:</p> <ul style="list-style-type: none"> ❑ Construct a clear path through the text ❑ Guide attention to main ideas and important details (formatting) ❑ Help learners make decisions (informational sign posts) ❑ Ensure safety and success in overcoming obstacles (scaffolding) ❑ Help learners engage with the text <ul style="list-style-type: none"> • Comprehend → Meaning of text (literal, figurative, for self, for society) • Discuss → Global Issues & Social Problems • Critically Interpret → Culture • Apply → Disciplinary Content • Leverage → Language Patterns • Share → Learning & Opinions 	<ol style="list-style-type: none"> 1) Activate prior knowledge and experiences 2) Build conceptual and cultural background knowledge 3) Connect to students' personal lives 4) Develop scaffolding to help students overcome difficult sections 5) Engage students with the content of the text 6) Format the text to improve comprehension 7) Give students pre-, during, and post-activities 8) Have students make multiple passes through the text for different purposes 	<ul style="list-style-type: none"> • Format the text: <ul style="list-style-type: none"> ○ Divide it into smaller, more manageable chunks ○ Increase the font size ○ Double-space between sentences & paragraphs ○ Bold main ideas ○ Highlight and color code important language patterns ○ Add headings, titles, or captions to long passages for orientation • Add Features to the Text: <ul style="list-style-type: none"> ○ Hints regarding genre ○ Images that clarify meaning ○ Links or QR codes to related texts ○ Paraphrases of main points ○ Opportunities to DO something at strategic points (Create, make a personal connection, reflect, summarize, tell a partner something) 	<ul style="list-style-type: none"> • Engage students with pre, during, post-reading activities • Read a simpler text first that exposes students to conceptual or cultural content, language patterns, or vocabulary • Read multiple texts on the same topic • Focus on main ideas, then details, then implications • Teach reading strategies • Use activity protocols <p style="text-align: center;">Scaffolding Engagement</p> <p><i>Extract information for a purpose</i></p> <ul style="list-style-type: none"> • Annotate the text • Ask questions • Categorize • Compare and contrast • Highlight words you know • Identify main ideas • Illustrate • Locate important details • Match pictures to sentences • Note comprehension (✓, ?, !, ♥) • Paraphrase or summarize • Predict (Y/N, Word Splash) • Sequence main ideas, ¶s • Write headings or titles

Planning Menu for Reading Activities

<p>Culturally Authentic “Texts” (Products, Practices, Perspectives)</p> <ul style="list-style-type: none"> • Ads or Commercials • Art, Images, Photos, or Pictures • Brochures or Flyers • Cartoons, Comics, & Graphic Novels • Children’s Books • Documentaries or Newscasts • Games, Jokes, or Puzzles • Guest Speakers • Infographics or Results from a Survey • Interviews • Magazine or Newspaper Articles • Movie Trailers or “Shorts” • Music, Audio Books, Radio Stories • Online (blogs, e-mails, websites) • Proverbs, Quotes, Tongue Twisters • Realia (Programs, Receipts, Tickets) • Short Stories, Plays, or Poems • Video Clips 	<p>Ways to Read a Text</p> <ul style="list-style-type: none"> • Choral → Shared → Guided → Paired → Individual Rdg. • Hear/Say or I Have/Who Has? • Inside/Outside Circles • Jigsaw (Read & Retell) • Round Robin Reading • Recording Studio (Audacity) • Read & Respond (✓, ?, !, ♥) • Roll & Retell, Roll a Topic • Say Something (Sentence Stems) • Story Switches or Table Tents <p>Reading Activities</p> <ul style="list-style-type: none"> • Analogize, Analyze, Infer, Predict, or Problem-Solve • Categorize, Prioritize, Sequence, Sort, or Unscramble Text • Chart, Checklist, Concept Map, Draw, Graph, Illustrate, Infographic, Map, Venn Diagr. • Compare/Contrast • Evaluate (The 4 As Protocol) • Grab-a-Word/Picture • Highlight Cognates/Words • Inductive Grammar • Reciprocal Strategies Wksheet • Save the Last Word for Me • Scavenger Hunt (Another ex.) • State, Support, Justify, Defend Opinions • Text Rendering Protocol 	<p>Discussing or Retelling a Text</p> <p>Individual Pairs Groups Whole Class</p> <p>Word ♦ Phrase ♦ Sentence ♦ Strings of Sentences ♦ Paragraph ♦ Connected Paragraphs</p> <ul style="list-style-type: none"> • Affinity Diagram (Example) • Carrousel Walk • Contextual Inquiry • Focus Groups • Four Corners • Games (Tell Me About) • Human Graphing (Ex 1, Ex 2) • Inside/Outside Circles • Interviews • Jigsaw • Learning Centers • Mixers or Musical Chairs • Paired Activities (Info. Gap) • Panel of Experts • Problem-solving Tasks • Reciprocal/Power Teaching • Role Plays, Simulations, or Skits • Roll a Story or Silly Stories • Rotation Reviews • Show & Tell • Signature Searches • Story Squares • Surveys or Questionnaires • Think-Pair-Share 	<p>Technology</p> <p>Brainstorming</p> <ul style="list-style-type: none"> • Padlet or Popplet • TitanPad • Tricider <p>Creating Products</p> <ul style="list-style-type: none"> • Canva, Infogr.am, Venngage • Edublogs • Glogster or Mixbook • Issuu • Letterpop • MakeMyNewspaper • Motivator • Simplebooklet or Smore • Storybird • StoryboardThat • Timetoast or Capzles • ToonDoo • Weebly, Wix, Wikispaces <p>Gathering & Analyzing Info.</p> <ul style="list-style-type: none"> • BlendSpace or Wikispaces • Glify or Mindomo • Google Forms or Wufoo • PollEverywhere or Survey Monkey • Thinglink <p>Interviewing</p> <ul style="list-style-type: none"> • Appear.in • Audacity or Vocaroo • ChatWing • Google Hangouts or Skype • Voicethread or Voki
<p>Checks for Understanding</p> <ul style="list-style-type: none"> • ABC Boxes, ABC Summary, or Acrostic • Blog, Discussion Forum, or Journal • Closure Activities • Foldables or Graphic Organizers • Games (Catch Phrase, Taboo, 20 ?s) • Gimme 5 or PearDeck • Grab-a-Word/Picture or Hear/Circle • Popcorn, Signal Cards, Snowballs • 3-2-1 or Exit Tickets, Think-Pair-Share • Total Physical Response (TPR) • Wows, Wishes, & Words of Wisdom 			

Purposes of Pre-reading

Activate students' prior knowledge and experiences

Build background knowledge to prepare students for the content of the text

- Conceptual
- Cultural
- Language Patterns (Grammar)
- Vocabulary

Capture students' attention and interest

Develop schema to help students' brains organize information

Establish a purpose for reading

Purposes of During Reading

Apply reading strategies

Break up (scaffold) the text

Critically process the content/meaning of the text

Develop interpersonal communication skills

Evaluate and support comprehension

Purposes of Post-reading

Analyze text

Briefly summarize text

Consolidate and organize information to improve memory

Develop syntheses of information

Extend learning through application, creative production, interpersonal communication, and evaluation

Possible Pre-, During, & Post-Reading Activities

Pre-Reading Activities

Activate Prior Knowledge & Experiences

- [ABC Brainstorm](#)
- Analogies or Metaphors
- [Anticipation Guide](#)
- [Associogram](#)
- Cloze Passages
- Comparisons
- [Concept Definition Map](#)
- Describe & Draw
- Discuss (interviews, personal exper.)
- [Games](#) (Charades, Taboo, \$20,000)
- Gouin Series
- Highlight words they KNOW
- [Inquiry Chart](#)
- [Inside/Outside Circles](#)
- Journals or Quick Writes
- [KWL Chart \(Modified\)](#) or [Inquiry Chart](#)
- Magic Box
- Mystery Picture
- Opinionnaire/Survey
- Predict the Text with Pictures
- Predictions
- [Questioning](#)
- Read an Easier Text on Same Topic
- Sequencing
- Show & Tell
- Signal Cards
- [Total Physical Response \(TPR\)](#)
- Unscramble
- Venn Diagrams
- Video Clips or Slide Shows
- [Vocabulary Word Map \(Alt. Version\)](#)

During Reading Activities

Pause to Participate

- [Annotate](#) or Highlight
- Charts, Checklists, [Graphic Organizers](#)
- Categorize, sequence, or sort--objects, pictures, or sentences
- Cloze Passages
- [Compare & Contrast](#)
- Dramatize
- Draw, Illustrate, Map, or Match
- I Have..., Who Has...?
- Journals
- Listening Bingo or Listening Grid
- Manipulatives
- [Opinion/Proof](#)
- Paraphrase or Subtitles
- [QAR](#)
- [Reader Response](#)
- [Reading Comprehension Strategies](#)
- [Responding to Non-fiction Template](#)
- [Scavenger Hunt](#)
- [Selective Underlining](#)
- [Semantic Feature Analysis](#)
- Signal Cards or Stand-When-You-Hear
- [Sound Effects Read Aloud Activity](#) -
- [SQ4R](#)
- [Text Rendering Protocol](#)
- [Think Aloud](#)
- [Think-Pair-Share](#)
- [Three-minute Pause](#)
- Timed Reading
- [Venn Diagram \(2, 3, with summary\)](#)
- [Vocabulary Word Map](#)

Post-Reading Activities

CHECK COMPREHENSION

- [Choose Your Own Reading Activity](#)
- [Games](#)
- Interview the Text
- [Reading Response Choice Boards](#)
- Self-assessments (I can . . .)
- [Sentence Starters for R. Response](#)
- Sequence Events from the Text
- [Three, Two, One](#)
- Write True/False Statements

ORGANIZE & SYNTHESIZE INFO.

- Cause and Effect Worksheet
- Character Comparisons/Maps
- [Graphic Organizers](#)
- [Pattern Puzzles](#)
- [Text Rendering Protocol](#)
- [Thesis/Proof](#)
- [Venn Diagram \(2, 3, w/ summary\)](#)

SUMMARIZE TEXT

- [ABC Brainstorm](#)
- Assemble Cut-up Summaries
- Checklist Retelling
- [Common Core Sentence Frames](#)
- Illustrate Key Passages of Text
- [Lesson Closure Frame](#)
- [Making Inferences](#)
- [Map the Story \(Story Pyramid\)](#)
- Read & Retell, [Roll & Retell](#)
- [Reciprocal Teaching](#)
- [Sum It Up \(Instructions\)](#)

Developing Academic Language

What is academic language?

"... the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts" Jeff Zwiers, *Building Academic Language*, 2008, p. 20.



Building Academic Language

- **Categories** (i.e. *Carnivores, Dairy, Perennials, Produce, Reptiles*)
- **Content-specific Vocabulary** (*Congruent, Immigrate, Mitosis, Stanza*)
- **Expand the Context** (*Self → Neighborhood → Community → Country → Culture → World*)
- **Focus on General Academic Language That Transfers Across Disciplines** (*Argument, Contribute, Evolve, Expansion, Generate, Network, Preserve*)
- **Mind Maps & Word Families** (*nourish, nutrients, nutrition, nutritious, malnourished*)
- **Progressively shift from concrete to abstract** (*My boyfriend → Affection*)
- **Substitute Prepositional Phrases** (*to come back = to return; to give up = to surrender*)
- **Teach Transitional Words & Phrases** (*By contrast, Consequently, Furthermore, However, Therefore*)
- **Use Technical Terms** (*Calibrate, cardiac, configure, contusion, pediatric, polymer*)
- **Word Study** (i.e. *word roots, prefixes, suffixes, synonyms and antonyms, compound words*)

COMPONENTS OF ACADEMIC LANGUAGE

- **Complex Sentences**
- **Content-Specific Vocabulary**
- **Formal, Professional Language**
- **General Academic Language**
- **Specialized Vocabulary**
- **Transitions & Connecting Language**

Planning for Proficiency:
 Content → Critical Thinking → Communication
(Interpretive) (Interpersonal) (Presentational)

Text(s):

Text(s):

TASKS

TALK

Lesson Phases

Oral Language

**Content-specific
Language**

**Academic
Language**

**Language for the
Task**

**Pre-
reading**

**During
Reading**

**Post-
reading**

Can Do Statement:

Formative Assessment:

11

Communicative Functions That Lead to Proficiency

How will you scaffold interpersonal communication to support the development of academic language and interculturality?

Interact

- Ask questions
- Request clarification
- Respond to someone else's comment
- Interrupt
- Rejoinders

Narrate & Describe

- State observations
- Provide descriptive details regarding events, people, places, things, and ideas
- Sequence information
- Indicate chronology

Compare & Contrast

- Identify items for comparison
- Determine inherent characteristics of each item
- Divide characteristics into categories
- Generate contrasting descriptions

Reflect & Interpret

- State & frame the issue
- Hypothesize re: observations
- Support & justify opinion w/ explanation & evidence
- Defend: With relevant info., logical arguments

Possible Scaffolds:

- Formatting
- Graphic Organizers
- Pre-speaking Activities
- Processes & Protocols
- Sentence Frames/Starters
- Word Banks & Word Walls

Proficiency-based Task Planning Guide

Novice

To shift to Intermediate, learners should:

- Use full sentences (in any order)
- Create own meaning
- Use question words
- Circumlocute
- Use rejoinders (not praise expressions)
- Focus on comprehensibility

Prompts:

- 1) Ask formulaic ¿Qué? questions → Lists
- 2) Ask learners to describe in the present
- 3) Ask learners to narrate in the present

Tips for Teachers

- ▶ Focus on what is familiar to learners
- ▶ Give learners opportunity to recycle vocabulary use in different contexts
- ▶ Encourage the use of connectors
- ▶ Encourage learners to expand precision by adding details
- ▶ Encourage learners to provide details with relative clauses
- ▶ Encourage the avoidance of repetition with the use of pronouns

Intermediate

To shift to Advanced, learners should:

- Complete tasks that require paragraph-level responses
- Use sentences organized with time markers & transitions
- Practice varying sentence structure
- Focus on linking ideas

Prompts:

- 1) Ask for a **description** of the place, event, or circumstances → Descriptions in sentences (*Formulaic ¿Cómo es? Questions*)
- 2) Ask for a **process** (all the details/steps) → Present narration (*How did you get started...?*)
- 3) Ask for a **story** from beginning to end
- 4) Scenarios that **require student to ask ?s**
 - ▶ Ask about a variety of topics
 - ▶ Move away from the speaker's autobiographical and personal interests toward community, local/national/news (avoid "hothouse specials")
 - ▶ Develop same topic → past, present future narration by referring back to things already mentioned
 - ▶ Spiral, expand contexts, get whole story

Advanced

To shift to Superior, learners should:

- Discuss formal, abstract topics
- Complete tasks that require academic language
- Complete tasks that require argument and stating and supporting an opinion
- Describe and explain abstract issues, not just regurgitation of facts and personal stories

Prompt:

- 1) **State the context** (*En el campo de...*)
- 2) **State the controversy** (*Hay algunos que dicen..., pero otros dicen que....*)
- 3) **State the question requiring an opinion or speculation** (*¿Qué opinas? ¿Cuáles son las ventajas y desventajas de estos dos estilos?*)
 - ▶ Be more formal/distant, not be helpful
 - ▶ Act mildly confrontational
 - ▶ Raise the level of your own language, use some of the jargon, specialized vocabulary
 - ▶ Use preludes to set tone and encourage provocative questions
 - ▶ Model the level, broaden the context, require different points of view
 - ▶ Invite abstract treatment of topic, supported opinion. and hypotheses

Interviewing

Peer Feedback for Mock Interviews

Performance Criteria	Performance Target	Peer 1 Rating Rater:	Peer 2 Rating Rater:
Target Language Use	4: Circumlocutes when stuck 3: Stays in the TL, but uses English for a few words that don't translate well 2: Stays in the TL, but translates word for word 1: Code-switches between the TL and English, especially when it comes to words they don't know	Rating: _____ Comments:	Rating: _____ Comments:
Culturally Appropriate Behaviors	4: Exhibits culturally appropriate non-verbal behaviors (such as bowing or shaking hands) and verbal behaviors (such as using appropriate filler words, pauses, etc.) 3: Linguistically polite and uses some cultural conventions. 2: Linguistically polite, but does not demonstrate awareness of cultural conventions. 1: Demonstrates a lack of linguistic, cultural, and social grace	Rating: _____ Comments:	Rating: _____ Comments:
Initiating, Sustaining, & Closing the Interview	4: Begins, sustains, and closes the interview. 3: Begins and sustains the interview, but the interviewee closes it. 2: Begins the interview with prompting from the interviewee, who helps keep it going and closes it. 1: Interviewee begins, sustains, and closes the interview.	Rating: _____ Comments:	Rating: _____ Comments:
Asking Questions	4: Asks open-ended questions using a variety of sentence patterns. 3: Asks open-ended questions using a variety of interrogative words. 2: Asks yes/no questions using appropriate interrogative words. 1: Asks simple, informational tag questions (i.e., A statement + yes? no?)	Rating: _____ Comments:	Rating: _____ Comments:
Responding Politely & Asking for Clarification	Reacts to the interviewee's responses with: 4: Comments or requests for additional clarification and elaboration. 3: Appropriate rejoinders. 2: Single word responses. 1: Only non-verbally.	Rating: _____ Comments:	Rating: _____ Comments:

Developing Writing Skills

TEACHING WRITING	
Modeled Writing ♦ Shared Writing ♦ Collaborative Writing ♦ Independent Writing	
DEVELOPING WRITING SKILLS	BUILDING WRITING PROFICIENCY
<ul style="list-style-type: none"> • Tracing • Copying 	<ul style="list-style-type: none"> • Complete Graphic Organizers • Building Sentences (humans or manipulatives)
<ul style="list-style-type: none"> • Multisensory Practice (Air, Magnets, Pudding, Sand) • Dictation Activities 	<ul style="list-style-type: none"> • Adding Details (Elaboration) • Connecting Sentences
<ul style="list-style-type: none"> • Language Experience Approach • Dialogue Journals 	<ul style="list-style-type: none"> • Making Sentences More Complex • Timed Writings
<ul style="list-style-type: none"> • Journals • Writers' Workshop 	<ul style="list-style-type: none"> • Using Transitional Words & Phrases • Writing in Culturally-Appropriate Ways

WRITING PROCESS	
Brainstorming ♦ Planning Writing ♦ Pre-writing ♦ Writing ♦ Revising ♦ Editing	
IDEAS FOR WRITING ACTIVITIES	
<ul style="list-style-type: none"> • Big Book • Billboard • Blog Post • Brochure • Children's Book • Clone Stories • Comic Strip • Conversation Journals • Dear Abby Letter • Dialogue Journals • Editorial • Fractured Fairy Tales • Greeting Card • Letter to a Character • Madlibs • Magazine 	<ul style="list-style-type: none"> • Movie Poster • Prequel • New Ending • Newsletter • Newscast • Newspaper Article • Obituary • Picture Prompts • Playscript • Poem • Pop-up or Smoosh Book • Tag Cloud or Tweet • Timeline • Trading Cards • Website • Window Activity (with image)

Guided Story Choice Web

